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ABSTRACT

A study of children living with only one parent revealed that these children achieve less and present more discipline problems in both elementary and secondary schools than do their two-parent peers. The study, conducted by the National Association of Elementary School Principals and the Institute for Development of Educational Activities, involved 26 schools in 14 states. Each school was surveyed twice, once during each semester of the 1979-1980 school year. The data indicated that students from single-parent families tended to qualify more often for subsidized lunch programs and changed residence more often than students from two-parent families. At all levels, single parent students were more often tardy, absent and truant than were other students. They were also more often involved in disciplinary actions and dropped out more often. Single-parent students at the secondary level tended to visit in-school health clinics more frequently than their two-parent peers, but fewer of them were absent from school during any given period. This report concludes with a brief discussion of ways schools can help single-parent students deal with their problems. Forms used to gather data for this study are included in an appendix.
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THE MOST SIGNIFICANT MINORITY: ONE-PARENT CHILDREN IN THE SCHOOLS

First-Year Report of a Longitudinal Study Conducted by
The Consortium for the Study of School Needs of
Children from One-Parent Families

Cosponsored by the National Association of Elementary School Principals and
The Institute for Development of Educational Activities, a division of the
Charles F. Kettering Foundation

Arlington, Virginia

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For generations, educators have assumed that children living with only one parent--in the old (and pejorative) phrase, children from "broken homes"--have more trouble in school than children from intact families. This study of more than 18,000 students confirms that assumption. As a group, in both elementary and high school, one-parent children show lower achievement and present more discipline problems than their two-parent peers. They are also absent more often, late to school more often, and may show more health problems. These findings, reported in detail below, suggest that something about the one-parent home situation may impair children's school performance. It is clear from the findings that these children need more help and attention from the school than they currently receive.

Background

The nuclear family--two parents and their children living under one roof--is a relatively recent social invention, having been commonplace only during the two centuries since the Industrial Revolution. Even today, nuclear families prevail chiefly in the industrialized societies. But in the United States, the nuclear family is proving to have been a short-lived experiment. One-parent families already constitute a very significant minority, and are increasing rapidly in number. They promise to overtake two-parent families within the next few generations.

According to the Bureau of the Census, 19 percent of children under the age of eighteen <u>today</u> are living with one parent.[1] Among black families, the statistics are even more striking: fully half of black children are in one-parent families.[2] These percentages amount to 12 million American children living with one parent.[3] As minorities go, this one is sizable.

Just as important as the current numbers are the trends for the future. Between 1967 and 1977, female-headed families (which are 90 percent of all one-parent families[4]) increased <u>ten times as fast</u> as two-parent families.[5] That works out to a million more one-parent children every year.[6] The Bureau of the Census, which tends to make conservative projections, estimates that 45 percent of all the children born today in this country will spend at least a year living with only one parent.[7]

One-parent families can arise in three ways: by separation or divorce, by the death of a parent, or by the birth of a child to an unmarried woman. Today, the large majority of single parents reached that status through separation or divorce. The numbers of one-parent children have closely followed the climbing divorce rate. But more and more unmarried women have been having babies and raising their children themselves, rather than giving them up for adoption. That curve too has been climbing much like the divorce rate, though on a smaller scale. Within the past few years, the number of children born to unmarried mothers has actually passed that of children who lose a parent through death.[8]

Divorce, however, remains by far the most important cause of single parenthood. And the Bureau of the Census tells us that the children of divorce are most likely to be between the ages of five and twelve--i.e., of elementary school age.[9]

Most people take it for granted that divorce is damaging to children. That is why so many couples stay together "for the sake of the children"--or so they tell themselves. But recent psychological findings suggest that a one-parent environment may be better for the children than a legally intact marriage in which the couple fights a good deal.[10] Quality of parenting, it seems, is more important than quantity of parents.

Divorce may be the lesser of two evils. But according to the data below, it remains an evil nonetheless. There are, of course, many stable and nurturing families that are headed by one parent alone, and many one-parent children who continue to do well at school and to grow in independence and resiliency. Nevertheless, in a very real sense, children from one-parent homes are at risk and, as this study shows, they have a hard time of it at school. Since the school is the most important source of continuity in the life of a child whose parents are separating, it stands in a unique position to offer help. We shall examine some of the ways it can do so toward the close of this report.

The Study

In 1979, the National Association of Elementary School Principals (NAESP) and the Institute for Development of Educational Activities (/I/D/E/A/) conducted

a conference on one-parent families at Ditchley Park, Oxfordshire, England. Sponsors were NAESP, the Charles F. Kettering Foundation, of which /I/D/E/A/ is a division, and the Ditchley Foundation. (The full report of the conference appears in the October 1979 issue of PRINCIPAL.)

Attending the meeting were leading scholars on one-parent issues from both the United States and Great Britain. They agreed that children from one-parent homes face special problems in school.[11] But this conclusion, it developed, rested entirely on anecdotal evidence. To the surprise of many participants, the issue had never been explored systematically. The conference affirmed that a formal study was long overdue. NAESP and /I/D/E/A/ agreed to undertake such a study jointly, and it is that study we are reporting on here.

To conduct the study, NAESP and /I/D/E/A/ organized a consortium of twenty-six elementary and secondary schools in fourteen states: Arizona, California, Colorado, Connecticut, Florida, Illinois, Indiana, Massachusetts, Michigan, Nebraska, New Jersey, Ohio, Washington, and Wisconsin. In addition to sampling the major regions of the country, the schools represent a cross-section of inner city, suburb, small town, and rural areas. The schools chosen are typical of American schools nationwide, though they cannot be statistically representative in all respects.

The response rate was an unusual 100 percent, in part because officials at all of the schools were part of the consortium conducting the study. Altogether, the results are based on information about more than 18,000 individual students.

The twenty-six schools were surveyed twice, once during each semester of the 1979-80 school year. The result was 26,457 separate responses. Of these, mary represent data on the same students taken twice. But data from the two semesters were very similar in most respects, suggesting that changes in the student population during the year did not significantly affect the results. Accordingly, we have pooled data from the two semesters. Doing so helps us draw conclusions about relatively rare events, such as disciplinary expulsions, with little or no distortion in other findings.

Purposes

Dr. B. Frank Brown of /I/D/E/A/, codirector of the study, has expressed its purposes in these words:

> The questions to be addressed by this study are:
>
> (1) What implications can be seen for education in the growing number of single-parent families?
>
> (2) Can the schools play a supporting role for children coming from one-parent families?
>
> The study is based on the premise that . . . the school is the crucial institution for the children of one-parent families. The school is the one institution with more continuity in the life of the schoolchild than any other, . . . This places the school in an even more important position than it has ever had in the lives of some children.
>
> The purpose of the study is to explore the terrain of the single-parent child with the thoroughness and sensitivity this issue demands. The intent is to discover the extent and kinds of problems faced by children being reared by one parent, and reach conclusions on how schools can be of greater service to these children.
>
> The basic research in the study is concerned with a search for ways that schools can lessen the problems of children from one-parent households. The study is not an end in itself, but has as its purpose to consider the development of effective programs for specific groups of children.

Mechanics

Participating schools reported on <u>every</u> student who enrolled within the first five days of each semester, regardless of family situation. Of the students who entered later in the first semester, most turned up in the second-semester data. Students who enrolled later in the second semester are not part of the study. But students who left school at any time during the academic year are included. Their reasons for leaving--transfer, dropout, or expulsion--are of considerable interest to the study.

Schools made their reports on forms provided by the study staff, one form per student. The forms themselves appear in the Appendix to this report.

Elementary schools received three sorts of forms, all identical except for the heading--Form A, Form B, or Form C. These were used for reporting students in the following categories:

Form A: students from two-parent homes
Form B: students from one-parent homes
Form C: other students

The secondary schools likewise used three identical forms, although theirs differed from the elementary forms in minor respects.

With a few exceptions, the Form C "other" category represents students living with neither a natural parent nor an adoptive parent. These include children in the care of older siblings, grandparents, aunts and uncles, foster parents, and so forth.

"Other" students make up less than 6 percent of the total responses. They are, moreover, a heterogeneous group, not a true category in themselves. With more information about their private lives, we could probably assign most of them to one of the other two categories, for all practical purposes. But since the information is not available, we have dropped the "other" category from the analysis reported here.

The "other" problem points up an issue that pervades many sociological studies: depth of research vs. individual privacy. For this survey, responding school officials were told to answer on the basis of information in their files, rather than probe further into students' home lives. The instructions read, "Our intent is to ask for data that you already have available."

The restriction to school files, while necessary, closes off some fascinating paths of inquiry. For example, it is known that single parenthood is more common among low-income families--or that low income is more common among single parents, most of whom are working mothers. It would be interesting to eliminate income as a factor from the findings here, statistically. But the study chose not to seek income information, as doing so would be an untoward infringement on privacy. We can identify some low-income families by their participation in subsidized lunch and Title I programs, but these indicators are not precise enough for detailed analysis.

The following data, in short, are limited to what schools know about their students.

Family Characteristics

The table below compares the parental situations of children in the sample to the national population averages. All figures are in percents. The first two lines of the table reflect the entire sample for the study.

	1 parent	2 parents	other
elementary	20	75	5
secondary	15	79	6
national	19	- - - 81 - - -	

The national figures are for all children under eighteen, and the Bureau of the Census has found that children of divorced parents are most likely to be of elementary school age. Qualitatively, this may help to explain the slight overrepresentation of one-parent children in the elementary sample, and perhaps also their underrepresentation in the secondary sample. At least so far as numbers of parents are concerned, then, the sample comes reasonably close to the national mark.

Income

Our data tend to bear out the expectation that one-parent families operate at a lower income than do families with two parents. Limited to information that the schools have, we fell back on the rather crude income measures of free lunch, reduced-price lunch, and Title I participation. As the tables below indicate, one-parent children are consistently more likely than their two-parent peers to turn up in these low-income categories.

All numbers are percentages of students in the categories shown. For example, of all the elementary school one-parent children in the study, 43 percent qualified for a free lunch.

free lunch	1 parent	2 parents
elementary	43	12
secondary	22	6

reduced-price lunch	1 parent	2 parents
elementary	7	5
secondary	4	3
Title I		
elementary	28	6
secondary	8	7

It is especially telling that fully half of the elementary school one-parent children stand low enough in family income to receive a subsidized lunch, while the same is true for only 17 percent of two-parent children. Even from these very rough measures, the conclusion is clear: one-parent families are more likely to be poor than are families with two parents.

That conclusion should come as no surprise, for in a one-parent situation, there is only one adult available to earn income. Child support payments, even if regularly made, are rarely sufficient to offset the loss of an entire income. Lower incomes among one-parent families are thus to be expected.

The three indicators of low income that we have available--free lunch, reduced-price lunch, and Title I participation--leave a great deal unsaid. In particular, they tell nothing about the majority of children who fall in none of these categories. Their family incomes could range anywhere from just above subsistence level to considerable wealth, and no doubt there are important distinctions to be found across that broad spectrum. There is room for a great deal more research on questions of one-parent vs. two-parent incomes, and in separating the effects of low income per se from those of single parenting.

Mobility

One-parent families tend to move more often than do families with two parents. This finding emerges from the schools' reports of students who transfer during the semester.

Entries in the table below are percentages of students in each category

who (a) registered in the school during the first five days of the semester, and then (b) transferred out to another school before the semester ended.

transfers	1 parent	2 parents
elementary	7.5	3.2
secondary	5.1	1.6

The discrepancy is especially strong at the secondary level, where a one-parent student is three times more likely to move out of the school's attendance area than is his or her classmate with two parents. And even the two-to-one ratio at the elementary level demands some sort of explanation.

The data before us provide no answers. One place to look, however, is in the plight of the custodial parent shortly after separation. With income suddenly reduced, the family may find it necessary to move to another, less expensive neighborhood. Thus it would be interesting, though not possible here, to seek a correlation between reported transfers and the length of time since the parents separated. One might inquire, for example, whether children whose parents have been separated for at least a year still show a higher transfer rate than their two-parent peers. One-parent moves later on may also be connected with remarriage of the custodial parent. There is much room here for further work.

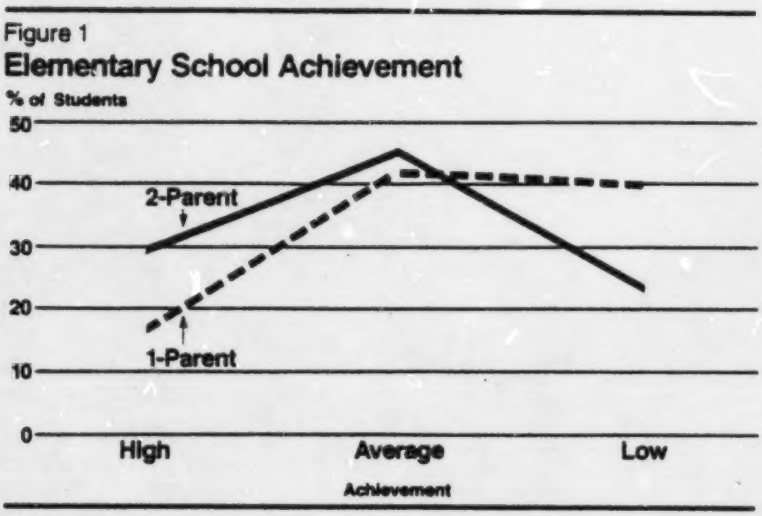
Achievement

One-parent children, on the whole, show lower achievement in school than their two-parent peers.

Participating schools ranked the achievement of every child in the study as high, average, or low, translating from letter and number grades as follows:

high	A, B	80-100
average	C	70-80
low	D, F	50-70

By sorting these responses according to family situation, we obtained the graph (Figure 1) for the elementary school students in the sample.

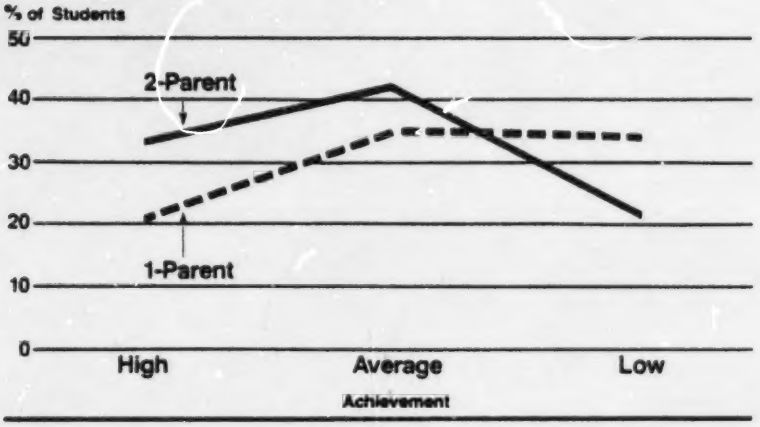


The vertical scale shows the percentage of children in each category, one-parent or two-parent, at each achievement level. That is, among all two-parent children, 30 percent were ranked as high achievers, compared to only 17 percent of one-parent children. At the other end of the scale, the situation is reversed. Only 24 percent of two-parent children were low achievers--while fully 40 percent of the one-parent children fell in that category.

In short, one-parent children in elementary school show a consistent disadvantage in school achievement.

Figure 2 shows the comparable graph for secondary school students. The numbers are not quite the same, but the overall pattern is very similar to that for the elementary schools. In the high achievement category, the two-parent students outrepresented their one-parent counterparts 33 percent to 21 percent. And among the low achievers, one-parent students again had the disadvantage, 34 percent to 22 percent.

Figure 2
Secondary School Achievement



These data do not show, of course, just what characteristics of the one-parent environment tend to induce lower achievement. The connection is moderately strong, though it may be mediated by other variables. For example, we have seen that about half of the one-parent families with elementary-age children tend to subsist near the bottom of the income scale. And other studies, such as the influential 1966 Coleman Report, have shown a correlation between family income and school achievement. It is possible, therefore, that the chain of causation works something like this: separation leads to loss of income, and the lower income in turn acts to impair school achievement. Or, it may be that divorce is sufficiently more common among lower income families, whose children have lower likelihoods of school achievement to begin with, which would account partially for the results shown here.

It is also probable that the disruption in home life that typically accompanies separation and divorce is in itself enough to impair students' schoolwork. Certainly there is a great deal of anecdotal evidence that supports this view.[12]

Regardless of the causal mechanism, it is clear that one-parent children

make up a substantial minority who are likely to have academic trouble in school, and who evidently need more help from educators than they presently receive.

Student Health

The study examined two indicators of student health: the number of times that each student visited the school health clinic or nurse, and the number of days that each student was absent from school. The two measures probably point to different kinds of health problems. Visits to the school clinic most often reflect playground injuries or suddenly occurring illness, while the criterion of days absent most likely points to illnesses of longer duration--colds, flu, and an assortment of childhood diseases.

Entries in the following tables are not percentages. The "health visit" table shows the average number of clinic visits per semester for students in the categories shown. In the "days absent" table appears the average number of days absent with parental excuse in each category. School missed due to known truancy, suspension, or expulsion does not appear in these data.

health visits	1 parent	2 parents
elementary	3.31	3.34
secondary	3.32	2.72
days absent	**1 parent**	**2 parents**
elementary	5.90	4.98
secondary	12.17	8.15

For elementary students, the figures from both indicators are similar regardless of whether the children live with one parent or two. The numbers of visits to the health clinic are all but identical. One-parent students are absent one day more each semester, on the average. While this difference is statistically significant, it does not seem to reflect an important difference in health problems.

At the secondary level, however, the differences are more striking. There are more clinic visits among one-parent students. And their absence rate runs far higher than for students with two parents, with one-parent

students losing about eight days more over the course of a school year.

The elementary/secondary comparison of absences is surprising in one respect. The "days absent" category covers all excused absences. While most are probably due to student illness, they also include other situations in which a parent chooses to keep a student out of school. The single parent often faces logistical problems that can interfere with school attendance--illness of the parent, for example, which makes transportation to school difficult, or unavailability of the person who cares for the child after school. But such problems should affect the attendance of elementary students more often than secondary students, who are better able to see to their own care. Yet secondary students show a far greater discrepancy in absences between those with one and two parents.

The secondary students show another interesting discrepancy, according to the following table. Entries here are the percentages of students in each category who were absent at least once during the semester.

percentage absent	1 parent	2 parents
secondary	58	65

Note the reversal from the preceding two tables. Here, one-parent students are less likely to be absent at all during the semester. But overall, they are also likely to be absent for more days. Mathematically, this means that when a one-parent student does miss school, he misses much more than his two-parent classmates. (There is no such reversal of trends in visits to the health clinic.) The finding might suggest a greater incidence of serious health problems among one-parent students--illnesses that require more frequent or more protracted absences from school.

Behavior and Discipline

The study considered several measures that bear on a student's conduct in school: tardiness, truancy, disciplinary referrals to the school office, suspensions, and expulsions. We were disturbed to find that one-parent students are consistently more likely to be late, truant, and subject to disciplinary action, by every criterion we examined, and at both the elementary and secondary

levels. One-parent students are also more likely to drop out of school altogether.

Tardiness

A one-parent student is more likely to be tardy at least once during the semester than is a student with two parents, according to the first table below. The second table shows that one-parent children are also tardy more times during the semester.

percentage tardy	1 parent	2 parents
elementary	35	27
secondary	32	23

times tardy	1 parent	2 parents
elementary	3.64	2.52
secondary	5.32	3.87

These figures might merely reflect the more difficult logistical problems that single parents face in getting the children off to school. But in that event, one could expect the discrepancies to be less prominent at the high school level, where students need less help with dressing, breakfast, and transportation. In fact, the discrepancies remain relatively constant between the elementary and secondary schools.

We also asked the secondary schools to report the number of times that each student was referred to the office for tardiness.

percentage referred	1 parent	2 parents
secondary	10	5

times referred	1 parent	2 parents
secondary	2.46	2.13

Thus, a one-parent student is twice as likely to come to the office's attention for reasons of tardiness, but does so on roughly the same number of occasions.

Truancy

We have data on truancy only for the elementary school students. Truancy is a relatively rare occurrence--or at least, school officials hear about it only rarely. This table shows the percentages of students identified as truant at least once during the semester.

percentage truant	1 parent	2 parents
elementary	0.9	0.4

One-parent children are more than twice as likely to be truant as those from two-parent homes. But these numbers represent small numbers of children, and so are not as reliable as most others in this study. (The total number of reported truancies is only about 59 over the entire sample.)

Among truants, one-parent children were also more likely to stay out of school more often during the semester.

times truant	1 parent	2 parents
elementary	3.41	2.17

It is tempting to speculate that the higher truancy rates among one-parent children reflect a lesser level of supervision at home.

Discipline

The broadest index of students requiring discipline is their referral to the school office for disciplinary reasons. The following two tables show the percentages of students so referred, and the average number of referrals per child per semester.

percentage referred	1 parent	2 parents
elementary	17	11
secondary	33	23
times referred	**1 parent**	**2 parents**
elementary	2.54	2.52
secondary	3.50	2.93

Notice that one-parent children are much more likely to be referred, but not much more often. This may suggest that more one-parent children present disciplinary problems, yet each one tends to commit only slightly more offenses than his or her two-parent classmates. Yet as we shall see from the suspension and expulsion data below, their offenses may be more serious.

Among the more drastic consequences of disciplinary referral are suspension and expulsion. The next two tables show the percentages of students suspended, and the average numbers of days lost through suspension.

percentage suspended	1 parent	2 parents
elementary	0.6	0.2
secondary	13.0	7.0

days lost	1 parent	2 parents
elementary	4.56	2.60
secondary	5.24	4.33

It is interesting that the suspension discrepancies between one-parent and two-parent children are greater in the elementary grades than at the secondary level. But this finding may be in doubt since, again, the numbers of elementary students actually suspended are very small--a total of only 34 in the study.

The most serious sanction that a school can impose is expulsion, and that only in the secondary grades.

percentage expelled	1 parent	2 parents
secondary	0.6	0.2

Once more, this apparently strong difference may not be fully reliable, due to the small numbers of students actually involved.

Looking at the discipline data as a whole, the conclusion is unmistakable: one-parent children are much more likely to get into trouble at school than are children from two-parent households.

Dropping Out

Finally, we come to perhaps the most disturbing data of all: the students who choose to leave school voluntarily. Most likely these are young people we have already met in the preceding tables--students who show low achievement and probably disciplinary problems as well.

percentage dropping out	1 parent	2 parents
secondary	3.5	1.4

One-parent children, as the table shows, are more than twice as likely as two-parent children to give up on school altogether.

Implications

With a few minor exceptions, the data presented here show that children from one-parent households do not fare as well in school as do their classmates who live with both parents. The reasons can only be guessed at. But they might include the emotional disruption that can accompany parental separation or death; lack of adequate supervision at home when the parent works; and feelings of shame and a resulting emotional withdrawal.

Another place to look for explanations may be involvement with alcohol and drugs. Among secondary students, the study found a higher rate of disciplinary action on drug-related offenses for one-parent students, 0.9 percent as against 0.6 percent for students living with two parents. Alcohol-related offenses were the same for both groups at 0.4 percent. But these data come from the second semester only, so the total number of all such offenses reported is just 103--probably not enough to support firm conclusions.

Clearly, children of single parents need help. Their poorer achievement and deportment in school is one indication of that. But the school is also in an excellent position to offer help. Indeed, when parents separate, school remains the most important part of the child's life that stays relatively constant. If extra support and reassurance do not come from the school, the child may not be able to find them anywhere else. And without that support, data like those above are likely to be the result.

There is much that schools can do. They need, first of all, an administrative mechanism for keeping track of which children live with one parent. (One device is to ask, at enrollment every semester, for three addresses separately: child, mother, and father.) Teachers and principals should also be aware of the symptoms that often accompany unusual stress at home--sudden pain or loss of weight, fatigue, moodiness, lack of concentration, attention seeking through negative behavior, and the like.

One-parent children, especially the younger ones, may need more personal attention from their teachers. A pat on the arm or a quick hug can go a long way toward reassuring a small child that he or she has another adult who cares. It would help teachers and principals to understand some of the psychological trials of one-parent children, particularly the sense of guilt that many feel for having "sent away" the absent parent.

In some cases, referral to a trained counselor may be useful, and more so if the principal, teacher, counselor, and, when appropriate, the custodial parent can work together. Indications that referral may be indicated include a sudden or prolonged drop in grades, or an increased incidence of absences or disciplinary problems.

When a teacher or principal suspects that absence of the second parent from the home may be contributing to a child's problems, a conference with the custodial parent is usually indicated. In setting up the conference, the teacher should take into account that the parent probably works and may not be available during the school day. (In fact, conferences and meetings, in general, should be held at times that are convenient to <u>all</u> parents.)

And the conference itself may require more than ordinary tact. Most single parents feel some anxiety over the effects of separation and divorce on their children, and a conference with the teacher may accentuate those feelings. But it is especially important that the principal, teacher, and parent work together when only one parent is available.

In practice, it is the school principal, more than anyone else, whose attitudes and behavior will make the difference. It is the principal's office that has the capability of identifying most one-parent children in the first

instance, and of making sure that the information comes before teachers who need it. The principal will ordinarily be closely involved in referral decisions, and often in parent-teacher conferences as well. It is also the principal's responsibility to see that school personnel do not stigmatize or act in a prejudicial way toward one-parent children--or indeed toward their parents. There is considerable pejorative language that surrounds divorce or separation, and both principals and teachers should be careful to avoid it, just as they should avoid any assumption that children from one-parent families will automatically have difficulty in school. The point is that the principal must be prepared to provide these children with support whenever they may need it.

Most of all, it is the principal who sets the school's tone and priorities. What the principal considers to be important, the rest of the school will also. If the school is to meet its obligations to students of single parents, as it must to all students, the principal will need both an understanding of the problems and the resolve to work toward their solution.

Notes

1. Bureau of the Census, U.S. Department of Commerce, Divorce, Child Custody, and Child Support, Current Population Reports, Special Studies Series P-23, No. 84 (Washington: U.S. Government Printing Office, June 1979).

2. Bureau of the Census, Divorce, Child Custody, and Child Support.

3. Recomputed from data in Bureau of the Census, Divorce, Child Custody, and Child Support.

4. Arthur J. Norton, "A Portrait of the One-Parent Family," National Elementary Principal 59 (October 1979): 32-35.

5. Kurt J. Snapper and JoAnne S. Ohms, The Status of Children 1977, USDHEW, Office of Human Development Services, Administration for Children, Youth and Families, Research and Evaluation Division, DHEW Publication No. (OHDS) 78-30133 (Washington: U.S. Government Printing Office, n.d.).

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7. Norton, "Portrait of the One-Parent Family."

8. B. Frank Brown, "A Study of the School Needs of Children from One-Parent Families," Phi Delta Kappan 61 (April 1980): 537-40.

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10. Hoyt Gimlin, ed., Changing American Family, Editorial Research Reports (Washington: Congressional Quarterly, 1979).

11. National Association of Elementary School Principals, "When the Family Comes Apart: What Schools Need to Know," a special issue of the National Elementary Principal 59 (October 1979).

12. See, for example, Joan B. Kelly and Judith S. Wallerstein, "Children of Divorce," National Elementary Principal 59 (October 1979): 51-38; Kelly and Wallerstein, "Brief Interventions with Children in Divorcing Families," American Journal of Orthopsychiatry 47 (January 1977): 23-39; and Parker Damon, "When the Family Comes Apart: What Schools Can Do," National Elementary Principal 59 (October 1979): 66-75.

APPENDIX

School No. _____

Elementary Form A - Two Parents

COMPARATIVE STUDY OF ONE-PARENT AND TWO-PARENT FAMILY CHILDREN

Name _____ Grade Level _____

Student No _____ Sex: _____ Male _____ Female

Refer to instruction sheet for definitions and explanations.

1. Achievement in School _____ High _____ Average _____ Low
2. Number of times tardy to school _____
3. Number of times absent _____
4. Number of times truant _____
5. Number of visits to school health clinic _____
6. Number of times referred as a discipline problem _____
7. Number of times suspended _____
8. Total days lost due to suspension _____

Check if:

9. Student has been disciplined for involvement with alcohol _____
10. Student has been disciplined for involvement with drugs _____
11. Student receives free lunches _____
12. Student receives reduced price lunches _____
13. Student receives instruction in: Special Ed. _____ Title I _____
14. Student has been expelled from school _____
15. Student has dropped out of school _____
16. Student has been transferred to another school _____
17. If the student is not enrolled in the school at the end of semester report the number of days enrolled _____

School No. _____ Elementary Form B - One Parent

COMPARATIVE STUDY OF

ONE-PARENT AND TWO-PARENT FAMILY CHILDREN

Name _____ Grade Level _____

Student No _____ Sex: _____ Male _____ Female

Sex of Parent: _____ Male __ Female

Refer to instruction sheet for definitions and explanations.

1. Achievement in school _____ High ____Average _____ Low
2. Number of times tardy to school _____
3. Number of times absent _____
4. Number of times truant _____
5. Number of visits to school health clinic _____
6. Number of times referred as a discipline problem _____
7. Number of times suspended _____
8. Total days lost due to suspension _____

Check if:

9. Student has been disciplined for involvement with alcohol _____
10. Student has been disciplined for involvement with drugs _____
11. Student receives free lunches _____
12. Student receives reduced price lunches _____
13. Student receives instruction in: Special Ed. _____ Title I _____
14. Student has been expelled from school _____
15. Student has dropped out of school _____
16. Student has been transferred to another school _____
17. If the student is not enrolled in the school at the end of the semester report the number of days enrolled _____

School No. _____

Elementary Form C -- BLENDED FAMILIES
__N-Mother S-Father
__N-Father S-Mother
__N-Sibling (s)
__S-Sibling (s)
__Other (specify)

_____

COMPARATIVE STUDY OF ONE-PARENT AND TWO-PARENT FAMILY CHILDREN

Name _____ Grade Level _____

Student No _____ Sex: _____ Male _____ Female

Refer to instruction sheet for definitions and explanations.

1. Achievement in school _____ High _____ Average _____ Low
2. Number of times tardy to school _____
3. Number of times absent _____
4. Number of times truant _____
5. Number of visits to school health clinic _____
6. Number of times referred as a discipline problem _____
7. Number of times suspended _____
8. Total days lost due to suspension _____

Check if:

9. Student has been disciplined for involvement with alcohol _____
10. Student has been disciplined for involvement with drugs _____
11. Student receives free lunches _____
12. Student receives reduced price lunches _____
13. Student receives instruction in: Special Ed. _____ Title I _____
14. Student has been expelled from school _____
15. Student has dropped out of school _____
16. Student has been transferred to another school _____
17. If the student is not enrolled in the school at the end of semester report the number of days enrolled _____

School No. _____ Secondary Form A - Two Parents

COMPARATIVE STUDY OF ONE-PARENT AND TWO-PARENT FAMILY CHILDREN

Name _____ Grade Level _____

Student No. _____ Sex: _____ Male _____ Female

Refer to instruction sheet for definitions and explanations

1. Using your grading system, give the student's Grade Point Average _____
2. Number of times tardy to school _____
3. Number of referrals to office due to tardiness _____
4. Number of times absent all day _____
5. Number of absences from individual classes _____
6. Number of visits to the school health clinic _____
7. Number of times referred as a discipline problem _____
8. Number of times suspended _____
9. Total days lost due to suspension _____

Check if:

10. Student has been disciplined for involvement with alcohol _____
11. Student has been disciplined for involvement with drugs _____
12. Student receives free lunches _____
13. Student receives reduced price lunches _____
14. Student receives instruction in: Special Ed._____ Title I _____
15. Student has been expelled from school _____
16. Student has dropped out of school _____
17. Student has been transferred to another school _____
18. If the student is not enrolled in the school at the end of semester report the number of days enrolled _____

School No. _____ Secondary Form B - One Parent

COMPARATIVE STUDY OF ONE-PARENT AND TWO-PARENT FAMILY CHILDREN

Name _____ Grade Level _____

Student No. _____ Sex: _____ Male _____ Female

Sex of Parent: _____ Male _____ Female

Refer to instruction sheet for definitions and explanations

1. Using your grading system, give the student's Grade Point Average _____
2. Number of times tardy to school _____
3. Number of referrals to office due to tardiness _____
4. Number of times absent all day _____
5. Number of absences from individual classes _____
6. Number of visits to the school health clinic _____
7. Number of times referred as a discipline problem _____
8. Number of times suspended _____
9. Total days lost due to suspension _____

Check if:

10. Student has been disciplined for involvement with alcohol _____
11. Student has been disciplined for involvement with drugs _____
12. Student receives free lunches _____
13. Student receives reduced price lunches _____
14. Student receives instruction in: Special Ed._____ Title I _____
15. Student has been expelled from school _____
16. Student has dropped out of school _____
17. Student has been transferred to another school _____
18. If the student is not enrolled in the school at the end of semester report the number of days enrolled _____

School No. ____

Secondary Form C – BLENDED FAMILIES
__N-Mother S-Father
__N-Father S-Mother
__N-Sibling (s)
__S-Sibling (s)
__Other (specify)

COMPARATIVE STUDY OF ONE-PARENT AND TWO-PARENT FAMILY CHILDREN

Name _____ Grade Level _____

Student No. _____ Sex: ____ Male ____ Female

Refer to instruction sheet for definitions and explanations

1. Using your grading system, give the student's Grade Point Average _____
2. Number of times tardy to school _____
3. Number of referrals to office due to tardiness _____
4. Number of times absent all day _____
5. Number of absences from individual classes _____
6. Number of visits to the school health clinic _____
7. Number of times referred as a discipline problem _____
8. Number of times suspended _____
9. Total days lost due to suspension _____

Check if:

10. Student has been disciplined for involvement with alcohol _____
11. Student has been disciplined for involvement with drugs _____
12. Student receives free lunches _____
13. Student receives reduced price lunches _____
14. Student receives instruction in: Special Ed._____ Title I _____
15. Student has been expelled from school _____
16. Student has dropped out of school _____
17. Student has been transferred to another school _____
18. If the student is not enrolled in the school at the end of semester report the number of days enrolled _____